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NEW YORK STATE INTERDEPARTMENTAL COMMITTEE ON FARM AND FOOD PROCESSING LABOR. 1967 REPORT.

NEW YORK STATE INTERDEPT. COMM. ON FARM LABOR

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A COMMITTEE OF REPRESENTATIVES FROM THE STATE EXTENSION SERVICE AND ALL DEPARTMENTS IN THE STATE GOVERNMENT CONCERNED WITH ANY ASPECT OF FARM LABOR HAS WRITTEN A REPORT OUTLINING THE FUNCTIONS, ACTIVITIES, AND PROGRAMS OF EACH MEMBER DEPARTMENT. DEPARTMENTS SUBMITTING INDIVIDUAL REPORTS ARE--AGRICULTURE AND MARKETS, EDUCATION, DIVISION OF STATE POLICE, HEALTH, LABOR, EMPLOYMENT, MOTOR VEHICLES, SOCIAL SERVICES, JOINT LEGISLATIVE COMMITTEE, AND THE EXTENSION SERVICE OF AGRICULTURE AND HOME ECONOMICS AT CORNELL UNIVERSITY. PROGRAMS DISCUSSED INCLUDE CHILD CARE, SUMMER EDUCATION, LAW ENFORCEMENT, HEALTH AND WELFARE SERVICE, FARM LABOR CAMPS, RECRUITMENT AND SUPPLY, INSPECTION, AND EDUCATIONAL EXTENSION. STATISTICAL DATA AND PICTURES ARE INCLUDED. (SW)

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NEW YORK STATE

NELSON A. ROCKEFELLER, Governor

Report of

New York State Interdepartmental

Committee on

Farm and Food Processing Labor

1967

RC 002548

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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REPORT

of the

NEW YORK STATE

INTERDEPARTMENTAL COMMITTEE ON FARM AND FOOD PROCESSING LABOR

1967

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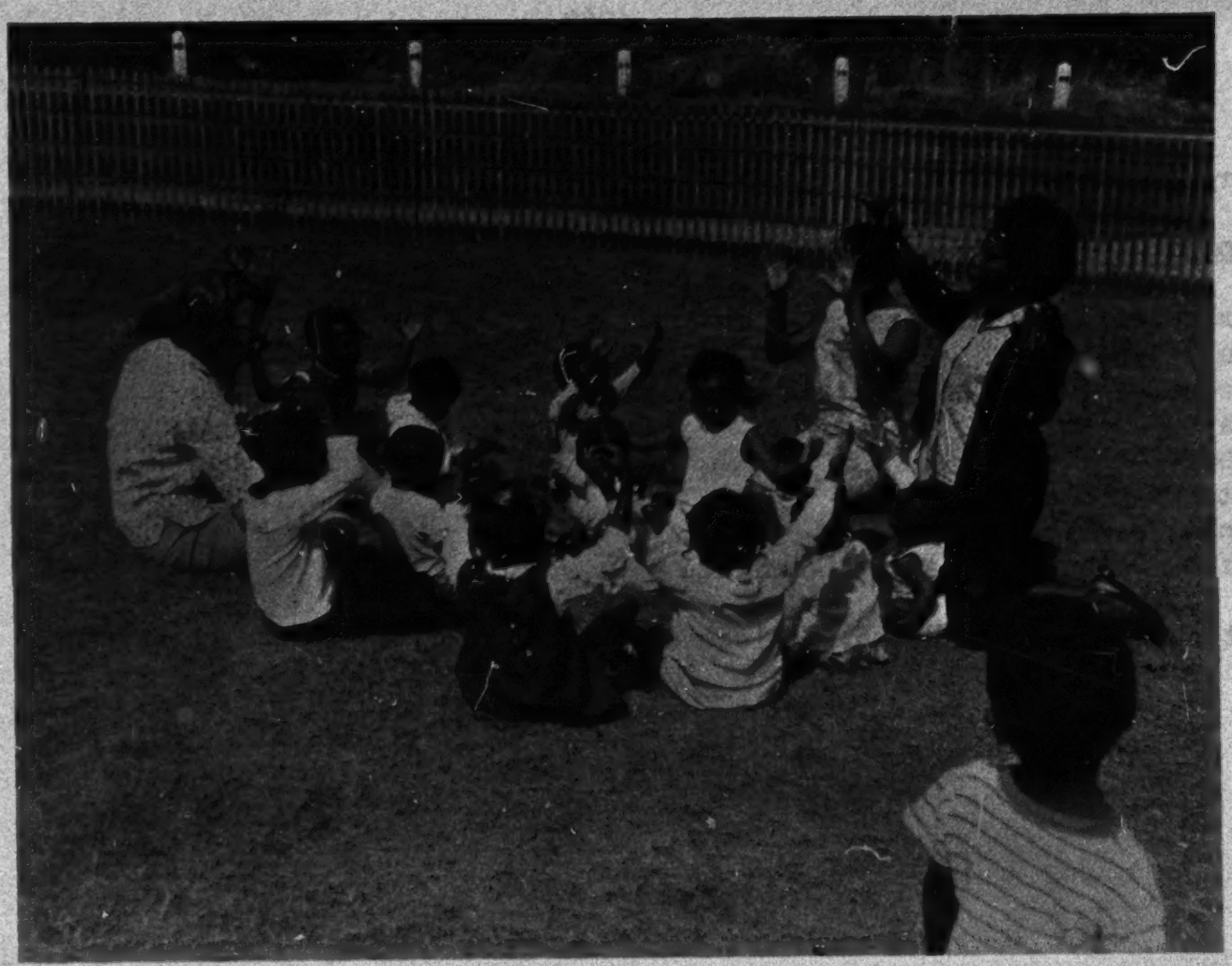
Prepared By

New York State Interdepartmental Committee on Farm and Food Processing Labor

March, 1968

Daniel M. Dalrymple
Chairman

Albert Kurdt
Executive Secretary



Outdoor Play at a Migrant Child Care Center in the Hudson Valley

FOREWORD

The Interdepartmental Committee on Farm and Food Processing Labor is composed of representatives of all departments of our State government concerned with any aspect of farm labor and the State Extension Service. Emphasis is placed on the complex problems relating to seasonal migrant workers.

The Interdepartmental Committee serves as a coordinating body for the several departments. By keeping in touch with the various programs and activities affecting farm labor, duplications are avoided and some situations cared for which may otherwise be overlooked. The functions, activities and programs of each member department will be found under the respective department reports as listed in the Table of Contents.

This Committee cooperates with the Joint Legislative Committee on Farm Labor. Representatives are invited to all meetings and field trips. In turn members of the Interdepartmental Committees are invited to participate in field trips sponsored by the Joint Legislative Committee. Both are concerned with the dual purpose of providing the essential seasonal workers required to produce crops on New York State farms and packing or preserving them and, at the same time, protecting their health and welfare.

The departments having representation on the Interdepartmental Committee are: Agriculture and Markets, Education, Executive (Division of State Police), Health, Labor (including the Divisions of Labor Standards and Employment), Motor Vehicles and Social Services. The Extension Service of the New York State College of Agriculture also appoints a representative. The Joint Legislative Committee on Farm and Food Processing Labor is also invited to participate in all meetings.

DEPARTMENT OF AGRICULTURE AND MARKETS

Don J. Wickham, Commissioner
Daniel M. Dalrymple, Assistant Commissioner
Albert Kurdt, Executive Assistant to the Commissioner, and
Mrs. Anne V. George, Child Care Supervisor, Representatives

By appointment of Governor Nelson A. Rockefeller, Assistant Commissioner Dalrymple serves as Chairman of the Interdepartmental Committee on Farm and Food Processing Labor. Albert Kurdt, serves as Executive Secretary. This Department, concerned with the administration of numerous laws and the economic soundness of New York State's huge agricultural industry, is vitally concerned with all aspects of the farm labor problem. Because of the peak seasonal demands for workers on farms special attention is given to all aspects of the complex problems relating to migrant workers. This Department provides the services of the Executive Secretary and carries the operating expenses of the Committee activities in its budget.

The work of the State departments and agencies represented is coordinated by the Executive Secretary who serves as a liaison between the employer, employee and the department or agency concerned in specific problems. An effort is made to keep informed on federal and state laws and regulations affecting seasonal labor and when called upon, aids in solving problems which arise.

The Interdepartmental Committee works in close cooperation with the New York State Council of Churches. The Council through its migrant ministry and its several local committees, again in 1967, offered religious service and also provided recreational programs in all areas of the State.

One of the major activities, for which this department is responsible, is the Child Care Center program for the children of migrant workers. Mrs. Anne V. George serves as Child Care Supervisor and has direct supervision of this program. A report on this program will be covered under a separate sub-heading.

In 1967 two regional information meetings for farmers, camp operators and any other interested citizens were held on request. One was held at Wayland, New York and another at Riverhead, New York. Representatives of all member departments of the Interdepartmental Committee attended, spoke briefly and answered all questions asked by those present. Although the meetings were well publicized the small attendance was disappointing. The Extension Service in several counties held similar information meetings on a more localized basis which may partly account for the small attendance at the regional meetings.

The Executive Secretary serves as a member of the Advisory Committee of the Migrant Bureau in the Department of Education, and as a member of the Advisory Committee on Day Care of the Department of Social Services. He also attended the hearings sponsored by the Joint Legislative Committee on Farm Labor and two of their field trips.

The Interdepartmental Committee held one of their meetings in Rochester during the fall of 1967 combined with a field trip to Wayne and Monroe Counties. Camps and child care centers were visited.

MIGRANT CHILD CARE PROGRAM

The New York State Migrant Child Care Program completed its third year of operation under a State-Federal (Office of Economic Opportunity) arrangement in 1967. In the first year of cooperative operation in 1965 it was possible to expand the program to 25 centers, with an enrollment of 1,665 children, compared to 15 centers and 748 children in 1964. Last year the program was expanded to 29 centers with an enrollment of 1,769 children. This year 32 centers were operated with an enrollment of 1,990 children.

Pioneer work in child care for the children of seasonal agricultural workers in New York State was begun by the Home Missions Council in 1931. This organization (later to become the Division of Home Missions of the National Council of Churches) continued operating until the years of World War II. At that time federal funds, under the Lanham Act, were made available to the Child Care Committee of the New York State War Council.

In 1946, when federal aid was withdrawn, the New York State Legislature appropriated funds to continue migrant child care. Because of the Home Missions Council, as a religious agency, was unable to administer state funds, a change of sponsorship was necessary and the New York State Youth Commission was charged with the responsibility for administering the state appropriation. This plan of organization continued through 1949. The 1950 Legislature voted to place the program in the Department of Agriculture and Markets which continues to administer the appropriation.

Under the Migrant Child Care Program, child care centers or day nurseries are set up for children from 8 weeks through 13 years of age. The centers are staffed by college graduates or undergraduates from both southern and northern colleges, with integrated staffs.

At each center there is a director, assistant director, cook and group leader. Additional group leaders are added, depending on the number of children enrolled in the center, to bring the ratio to one staff member for each 10 children. When there are a large number of babies in a center, additional staff is also added.

A day's program at a migrant child care center includes both indoor and outdoor play, rest periods, arts and crafts, reading, music, games, painting, sewing, cooking and other activities designed to provide the children with new experiences, skills and vocabularies.

The children are served breakfast upon their arrival at the center, if necessary. A hot, well-balanced noon-day meal is provided, as well as mid-morning and mid-afternoon snacks. Supper is also provided when the children remain late.

Day care also provides for health care, immunizations, educational activities, language development, recreation, cultural enrichment, community orientation and many other needs.

Commissioner Wickham, of the Department of Agriculture and Markets, again this year, arranged for the use of the Arts and Crafts Center at the New York State Fair Grounds for the Training Conference for the Migrant Child Care Center personnel. These staff members received a week of intensive training in child development, group care of children and general procedures. The State Migrant Child Care Supervisor or an Area Supervisor visits the centers at least once each week to help with any problems which may arise.

In an attempt to involve migrant parents in the centers, more than half of the group leaders in 1967 were migrant women from the farm labor camps. These women were given on-the-job training and paid the federal minimum wage. Better knowledge of the problems of migrant children coming into a new community and the child care center is gained through the employment of migrant parents. They also serve as an excellent contact between the parents, the child and the center. They are kind, gentle, enthusiastic, eager to learn and provide loving, efficient care, particularly for the babies.

Migrant Child Care Centers are licensed by the New York State Department of Social Services and must meet all requirements as to quarters, staff, daily routines, etc. While most of the centers are open five days a week, some are open for six days. This may be from 6 or 7 o'clock in the morning until as late as 9 o'clock at night during the height of the season, depending upon such factors as weather and crop conditions.

Eleven of the child care centers were coordinated with the New York State Education Department's summer school program for migrant children in 1967. The Education Department feels that the migrant child care center provides a valuable addition to the summer school program; and that the services provided are an essential extension of the school program.

The day care center stimulates attendance and growth in the school program. Pre-school children are provided full day care in the center so that the older brothers and sisters are not kept at home to care for them and can, therefore, participate in the school program. In addition, the center provides care for both pre-school and school age children before and after the school sessions.

The centers, by providing migrant children with food, clothing and shelter contribute to better health. This, in turn, permits the children to participate more fully in both school and home activities.

During 1967, coordinated child care-summer school programs were conducted at Brant, Brockport, Frankfort, Ontario Center, Pine Island, Rushville, Sherrill, Waterport, Westmoreland, West Winfield and Wolcott.

When it is possible to combine day care and summer school programs to provide all-day supervision of these children, it is of mutual benefit to everyone concerned. The parents benefit when both are able to work, thus increasing the family income; the grower benefits when he is able to have the services of both parents; and the children benefit most of all through better nutrition and care than they would receive if left in the camp.

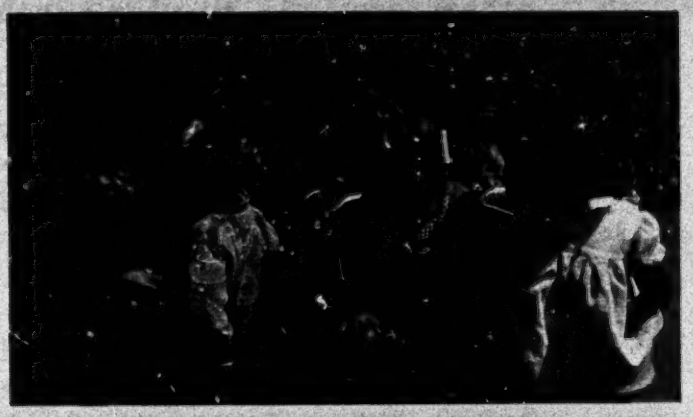
Migrant Child Care Centers are sponsored by local growers, grower-coopertives, county or local migrant committees or groups of interested

citizens in a community. Sponsors generally locate suitable quarters for the centers, with adequate floor space, toilet facilities, water and electricity. In many localities they also provide volunteers to help with the children.

The Migrant Child Care Program furnishes all food, furniture, supplies and equipment, pays for gas, electricity, salaries, transportation, insurance, etc. The centers may be housed in any suitable building. Farm houses, school buildings, church basesments and remodeled barns have been used. The centers may be located in a farm labor camp or at some central point to which the children are transported.

Each year, the Department enters into a contract with the New York State Federation of Growers' and Processors' Associations, Inc. to operate the child care centers, under the department's direct supervision. This corporation has the necessary personnel and equipment to carry out this responsibility.

New York State has always been outstanding among the states in its desire to improve conditions for the migrant agricultural workers. They come into the State to seek employment and are essential to the agricultural economy. One of the important services provided for these people is the day care of their children while the parents are at work in the fields and processing plants.



Coordinated Child Care-Summer School Program

DEPARTMENT OF EDUCATION

Dr. James E. Allen, Jr., Commissioner
Ewald B. Nyquist, Deputy Commissioner
Walter Crewson, Associate Commissioner
John O. Dunn, Representative

THESE TOO ARE OUR CHILDREN

Children of migratory workers suffer from many hardships. Their lives are nomadic. Constant movement from community to community, from state to state provides them with little opportunity to develop friendships with their peer group. Moving as often as they do causes considerable loss of time in school attendance. Some authorities estimate that migrant children attend school on the average only 57 days a year. Frequently the migrant child finds it necessary to overcome parental opposition to school attendance.

Migrant children come to New York from several regions. The greatest number come from Florida, Georgia and South Carolina. Each year, however, larger numbers are arriving from Texas and Puerto Rico. While we have no accurate count of the number of migrant children who spend part of each year in New York State, the number is estimated at between five and seven thousand. Some remain only a matter of days, others stay six to nine months. The in-migration begins in April. Peak period is usually July, August and September, with groups departing through December. The largest number of these children, therefore, are in New York during our summer vacation season. A concerted effort has been underway to open summer schools in all states for these children. New York has long been a leader in this effort. Even though their permanent homes may be in other states, New York is aware of the fact that "these too are our children".

Dr. Elizabeth Sutton*, describing the feelings of migrant children says, "The migrant child lives in a world few teachers know intimately. Before attempting to teach him, it is necessary to know not only his way of life, but to understand the problems created by this life and to learn how he thinks and feels about himself and others. Like all children, as he grows, he acquires a picture of the kind of person he is, of the things he can and cannot do, of the sort of person he eventually can hope to be. The picture he forms will determine greatly his success or failure in school or in life. The picture is shaped by the impact of unique forces in his life:

"First, his transient way of life is a force which generally leads to insecurity. In continually pulling up roots and moving into new situations, the migrant child is in constant contact with non-migrants with whom he must cooperate and compete.

*National Education Association, Department of Rural Education, "Knowing And Teaching the Migrant Child", Elizabeth Sutton, 1960.

"Second, his foreshortened childhood is a force which also leads to insecurity. Living in a culture which compels him to assume family responsibilities early, he experiences, by 13 or 14, what a non-migrant child will not experience until he is 18 or older.

"Third, his strong and well defined family and ingroup relationships is a force, in contrast, which generates feelings of security. But, his family insists that he take on responsibilities and become a wage earner as soon as possible -- ideas that conflict with non-migrant values. As a result, what feelings of security he has become dwarfed in significance and he feels inadequate to deal with new situations." This is the child we must reach in our migrant education program.

BACKGROUND AND FUNDING

"Children of our migratory workers are among the most educationally neglected children in the nation".[1] An attempt to correct this situation was undertaken by New York State as early as 1956. The New York State Legislature appropriated $10,000 to conduct pilot summer programs for migratory children in Albion and East Cutchogue. From the beginning the wide geographic spread of the migrant population in this state was recognized. Each year, since 1956, New York State has set aside funds to implement a migrant summer school program. The appropriation has steadily increased until in 1967 the state contributed $90,000 to this project. Local school districts have always cooperated with the Education Department in the operation of migrant summer school programs. They have provided facilities, developed the educational program, and have hired the staff to conduct the program. The New York State Education Department has funded, administered, and supervised the program. The responsibility for supervising the state program began as a part time assignment of a single supervisor in the Bureau of Elementary School Supervision. As the recognition of the educational needs of migratory children has grown, the program has steadily expanded. Federal recognition arrived in 1964 when funds became available under the Economic Opportunity Act. New York State immediately applied for, and received, a share of these funds to augment state support. With additional federal funds available, the program expanded from 13 centers serving 400 children in 1964, to 28 centers serving 2326 children in 1966. Currently two full time staff members are employed at the state level to organize, administer, and supervise the program. They constitute the Migrant Education Office of the Bureau of Elementary School Supervision.

THE 1967 PROJECT

The summer of 1967 saw the transfer of federal funds for the education of migratory children from the Office of Economic Opportunity to the United States Office of Education under an amendment to E.S.E.A., Title I, P.L.89-10.

The shift involved a cut in federal funds available to New York State. It also revised the definition of eligible children. The new definition

[1]The University of the State of New York, The State Education Department, Division of School Supervision, "Someone Cares", 1966.

limited eligibility to those children whose parents moved from place to place in search of employment in agriculture or related food processing industries during the current year. No longer was the program open, as it was under O.E.O., to children of all seasonally employed agriculture workers. In 1967, a federal grant of $284,324, together with a state appropriation of $90,000, provided summer school opportunities for approximately 1537 children in 26 centers. The following school districts participated in the program:

Albion	Highland	Sodus
Amsterdam	Lake Shore	Southern Cayuga
Brockport	Leavenworth	Vernon-Verona-Sherrill
Center Moriches	Lyndonville	Warwick Valley
Clyde-Savannah	Marlboro	Wayne
Dunkirk	Middlesex Valley	Westmoreland
East Cutchogue	Mooers	West Winfield
Frankfort-Schuyler	North Rose	Williamson
Geneseo	Riverhead	

Seven districts applied for funds after the monies had been completely expended. Summer school programs were for a full five hour day, or longer. They ran for a period of from four to eight weeks. The basic objectives of these programs have been to enable the child to:

1. Improve his self concept
2. Develop his social and academic skills
3. Develop his language ability and vocabulary
4. Expand his cultural experiences
5. Establish sound health and nutritional habits

Each district was free to develop the program most needed by the children in its locality.

HAVE CHILDREN BEEN HELPED?

What has happened to migrant children as a result? Valid objective evidence of the successes and failures of this concerted effort to improve the physical, educational, social, and emotional well being of migrant children is difficult to obtain. Teachers were encouraged to be alert to changes in children's attitudes and habits. They reported that the greatest accomplishment of the program was a general improvement in children's "self-concept". Children were given many opportunities to succeed in academic and non-academic ventures. Spanish speaking children made considerable progress in speaking English. Teachers reported that children showed much greater interest and desire to take part in classroom activities at the end of the summer session than at the beginning. All reported that children were interested in attending school. Average daily attendance was high.

A kindergarten teacher reports "Liberal praise and affection with lots of individual attention helped overcome poor responsiveness in the children. By the end of the second week we saw a great improvement in responsiveness in all areas".

From a first grade teacher -- "One of the greatest achievements was learning to work as a group and respecting the feelings of the others in the group."

"The children in our second grade learned to speak so that all could hear and understand what they had to say".

"I believe this year's summer school was a success", reported an upper grade teacher, "although not all was accomplished that might have been desired. Working in a small group with less pressure does help many students gain needed self confidence as well as needed academic help." A guidance counselor suggested, "the summer program gives an ideal counseling situation as it is without the usual school pressures -- a certain informality that is conducive to establishing rapport."

Many more teachers gave testimony as to the successes of the summer operation.

OBJECTIVE DATA

All centers were requested to participate in a standardized reading and arithmetic testing program. As an objective measure the Wide Range Achievement Test, Level I (1965 Edition), was administered to each child at the beginning and at the end of the program. The test measures reading, arithmetic, and spelling. This test was chosen because it offers a number of advantages. From a measurement standpoint, its wide range scaling makes the test applicable to a heterogeneous age group, affording measurement of individuals at the extremes. With the usual narrow range test it is necessary to administer several levels of a test until one which offers sufficient floor and ceiling is found. The WRAT has high reliability, with coefficients ranging from .90 to .95 for the subtests. Because the test consists of open-ended questions rather than multiple choice questions, practice effect is minimized in a pre- and post-test situation.

From the teacher's standpoint, the test offers other benefits. The test is individually administered and allows the teacher to observe each child's attack. It yields grade-equivalent scores which enable the teacher to select instructional materials at an appropriate level for each child at the start. This is particularly important for a group such as migrant children where schooling has been irregular and grade placement is unlikely to match age level.

ANALYSIS OF TEST RESULTS

Grade-equivalent scores for the reading and arithmetic subtests were sent to the Bureau of Pupil Testing and Advisory Services, New York State Education Department, for analysis. The results were classified by age ranges corresponding to the usual grade placement. For example, children between age 4 years 8 months and 5 years 7 months in July would be between 4-10 and 5-9 in September, approximately the usual age range for Kindergarten entrance. The test results of some participants had to be discarded because of missing age information, the administration of Level II instead of Level I, and lack of either pre- or post-test data for some.

The results are presented in Tables 1 and 2 on pages 5 and 6.

TABLE I

Wide Range Achievement Test - Scores in Reading

		Stay-ins				Drop-outs*	
Grade	Age Range	N	Pretest Average	Posttest Average	Average Gain	N	Pretest Average
Pre-K	3.7-4.7	11	N.67	Pk.47	.80	1	Pk.70
K	4.7-5.7	75	Pk.12	Pk.83	.71	15	Pk.85
1	5.8-6.7	128	K.22	K.46	.24	15	Pk.68
2	6.8-7.7	159	1.16	1.31	.15	32	1.08
3	7.8-8.7	137	1.86	2.09	.23	38	2.21
4	8.8-9.7	154	2.47	2.92	.45	22	2.38
5	9.8-10.7	116	3.04	3.50	.46	30	3.09
6	10.8-11.7	111	4.13	4.68	.55	38	3.65
7	11.8-12.7	68	4.78	5.38	.60	15	4.77
8	12.8-13.7	47	5.19	5.96	.77	16	4.23
9	13.8-14.7	16	5.98	6.22	.24	4	3.13
10	14.8-15.11	9	5.72	5.71	-.01	3	3.90
Total		1031	2.23	2.63	.40	229	

*Those youngsters who for some reason did not complete the summer school program or were not present on the day of the second test administration.

TABLE II

Wide Range Achievement Test - Scores in Arithmetic

		Stay-ins				Drop-outs*	
Grade	Age Range	N	Pretest Average	Posttest Average	Average Gain	N	Pretest Average
Pre-K	3.7-4.7	11	N.91	Pk.48	.57	1	N.0
K	4.7-5.7	75	Pk.46	K.0	.54	14	Pk.99
1	5.8-6.7	127	K.44	K.65	.21	14	K.19
2	6.8-7.7	160	1.29	1.46	.17	32	1.45
3	7.8-8.7	137	2.06	2.30	.24	37	2.18
4	8.8-9.7	152	2.63	2.89	.26	23	2.63
5	9.8-10.7	115	3.38	3.57	.19	29	3.27
6	10.8-11.7	104	4.09	4.41	.32	35	3.48
7	11.8-12.7	68	4.56	4.90	.34	14	4.24
8	12.8-13.7	45	5.02	5.98	.96	16	4.29
9	13.8-14.7	15	5.34	6.27	.93	4	4.52
10	14.8-15.11	8	4.68	5.17	.49	3	3.60
Total		1017	2.32	2.63	.31	222	

*Those youngsters who for some reason did not complete the summer school program or were not present on the day of the second test administration.

The average migrant summer school pupil gained .40 grade-equivalent score points (four-tenths of a year or four months) in reading achievement. When the gains in reading are analyzed by age or hypothetical grade level, considerable variability is observed. The tenth grade group (N = 9) showed a negative average gain of -.01. For the other grades, however, the gains were all positive, ranging from .15 to .80. The gains at each successive grade level from grade 3 to grade 8 were progressively larger, from .23 to .77. The large gains in the Pre-kindergarten and kindergarten groups may be artificial, because the grade-equivalents at these lowest levels are extrapolated. An initial zero score followed by a raw score of 1 on the posttest automatically converted to a gain of .5 grade-equivalents or 5 months. Outside the grade 3 to 8 range smaller gains were registered. The average gain in arithmetic was .31 grade equivalents. This was slightly smaller than the gain of .40 in reading and may reflect the emphasis of most programs. The average gain ranged from .17 to .96 grade-equivalents in arithmetic achievement for the different grades. The magnitude of the gain was similar for grades 1 to 5 (.17 to .26). In grades 6 and 7 the gains increased in size to .32 to .34 grade-equivalents. In grades 8 and 9 the gains were almost a year (.96 and .93). A smaller average gain of .49 was registered in grade 10. In the norms population the average pupil entering grade 1, 2, 3, etc. has a grade-equivalent score of 1.0, 2.0, 3.0, etc. The migrant children of the same ages in this study, however, consistently obtained grade-equivalents lower than expected. The average pretest score of the pre-kindergarten, kindergarten, grade 1, and grade 2 migrant child was less than one year lower than the norms group in reading and arithmetic. In grades 3 and 4 the average migrant child was about 1.5 years lower. In subsequent grades there was a widening gap between the migrant child and the norms group child, until in grade 9 the migrant child was performing at the entering grade 6 level in reading and the grade 5.3 level in arithmetic. (See Figures 1 and 2 on pages 8 and 9)

GROWTH IN LEARNING

Although the gap in terms of grade-equivalents widened, the slope showing grade-to-score relationship went steadily upwards from one grade to the next. If the grade-to-score curve could be considered a growth curve, one would say that growth occurs at a more slowly accelerating pace in the migrant group than in the norms group. Both the migrant and norms groups, of course, represent cross-sectional samples rather than longitudinal ones. The norms population which provided scores on which the grade-equivalent scale is based achieves 1 grade-equivalent higher in each succeeding grade in school. The grade-equivalent scores are then sub-divided into tenths to represent ten months in the school year. It is assumed that the growth occurs at an even pace throughout the year, so that one month of instruction should lead to one month's improvement in score. The migrant programs in New York State generally lasted four to eight weeks. Since the average gain in reading was four months and in arithmetic three months, it appears that the migrant gains were larger than the hypothetical norms group gains of one or two months.

OTHER TEST INFORMATION

The migrant pupils for whom no posttest scores were available were

FIGURE 1

SUMMER 1967 MIGRANT EDUCATION PROGRAM PRE- AND POST-GRADE-TO-SCORE RELATIONSHIP ON THE READING SUBTEST OF THE WIDE RANGE ACHIEVEMENT TEST, COMPARED WITH PUBLISHER'S NORMS GROUP

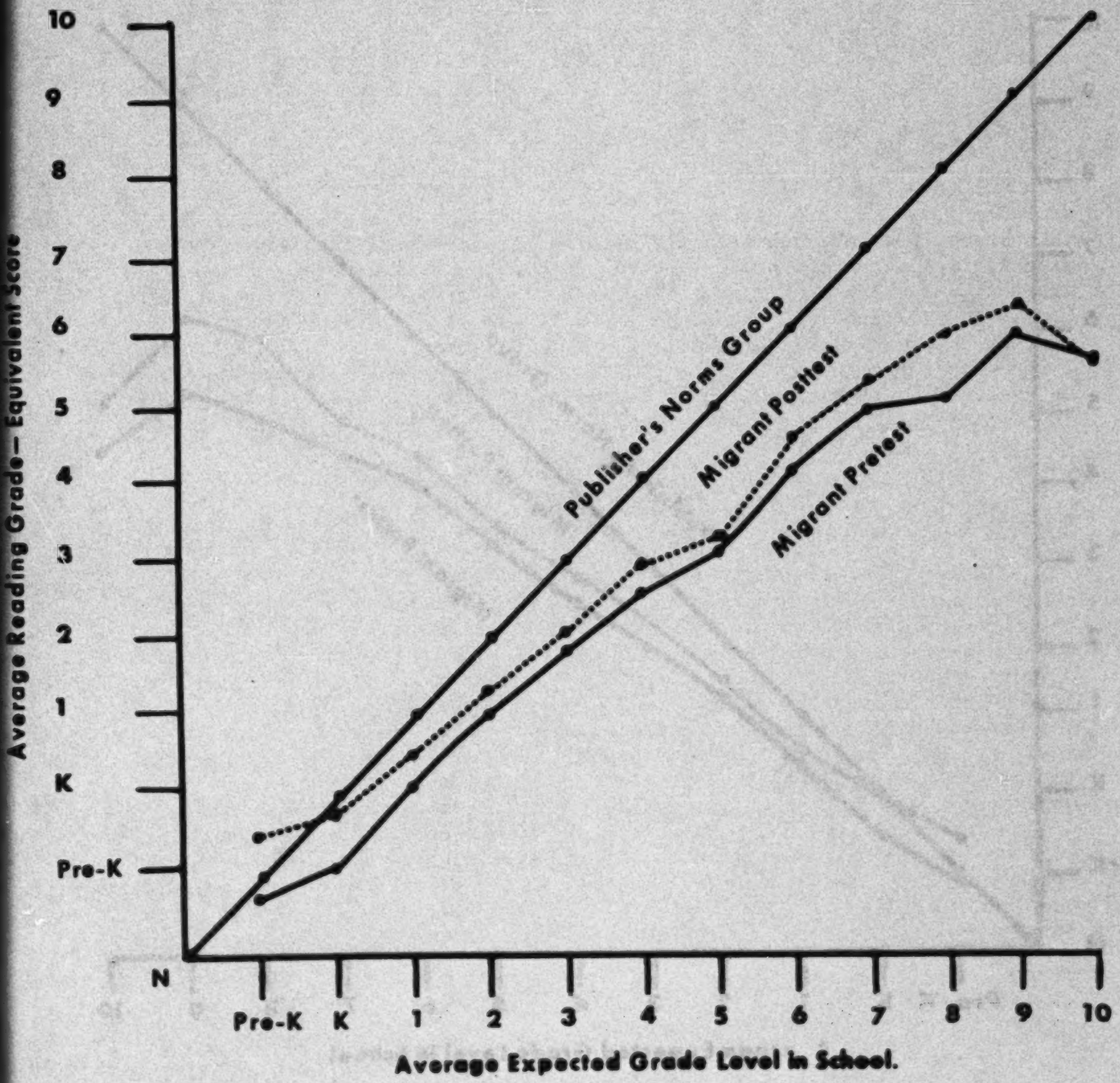
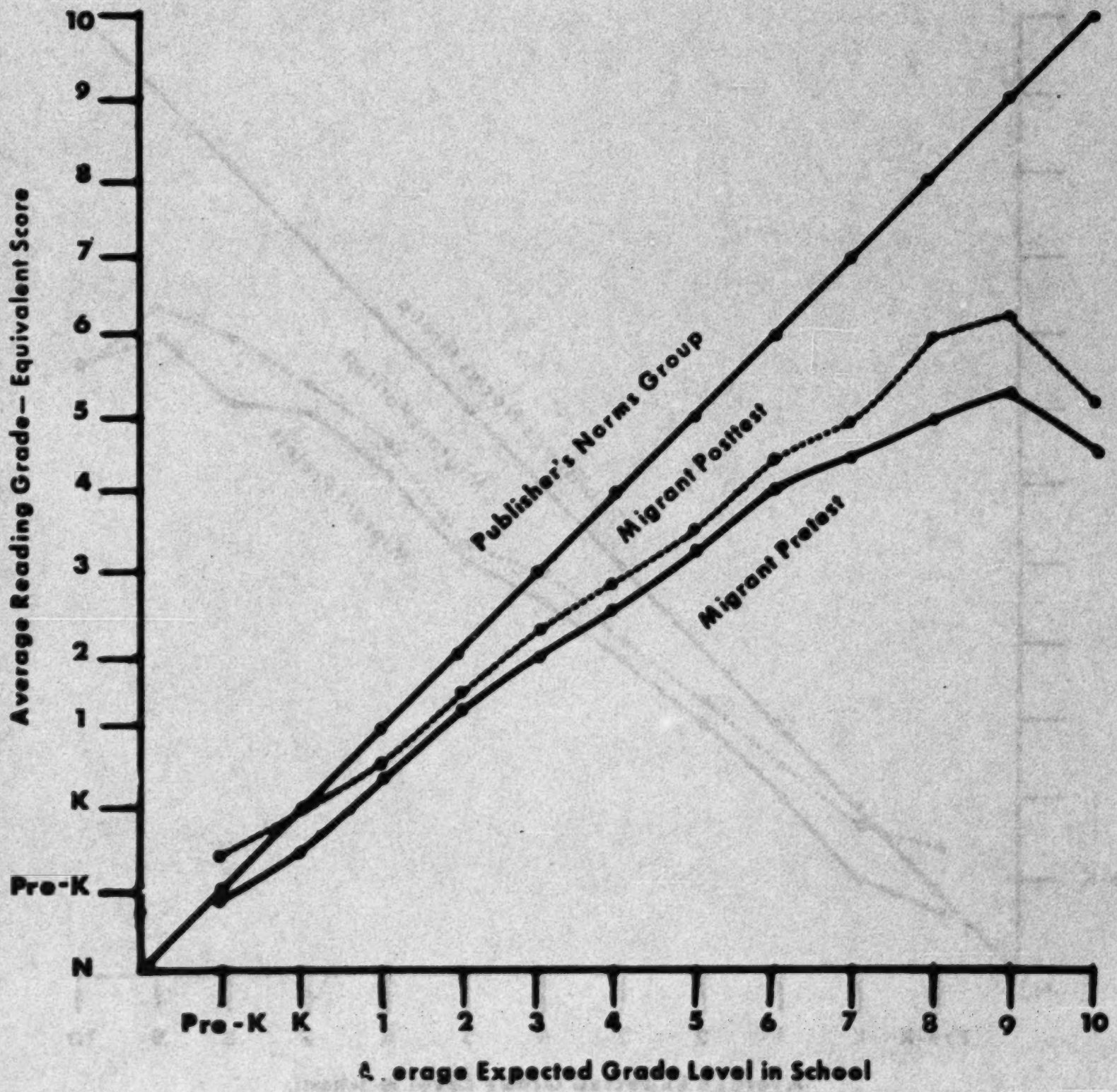


FIGURE 2

SUMMER 1967 MIGRANT EDUCATION PROGRAM: PRE- AND POST- GRADE-TO-SCORE RELATIONSHIP ON THE ARITHMETIC SUBTEST OF THE WIDE RANGE ACHIEVEMENT TEST, COMPARED WITH PUBLISHER'S NORMS GROUP



considered drop-outs. One measure of the success of a program is its drop-out rate. Of the 1260 pupils who took the reading pretest and for whom age information was provided, 229 pupils or 18 per cent dropped out. The drop-out rate based on pupils who took the arithmetic pretest is the same. These drop-outs generally obtained average pretest scores lower than the stay-ins. This suggests that the less able tended to drop out. Because there were four or less drop-outs in the pre-kindergarten group and in grades 9 and 10, these groups were not compared.

In kindergarten and grade 3, the drop-outs had higher pretest scores than the stay-ins in both reading and arithmetic. Other drop-out scores that were higher than the stay-in scores occurred in grade 2 arithmetic and grade 5 reading. In grade 4 the drop-outs had the same average arithmetic pretest score as the stay-ins. At all other grade levels the stay-in average scores were higher than those of the drop-outs.

The total results of the summer program may never be entirely known. We have but fragments on which we may base our evaluation. The end product is the long range result on each individual child. Only time can give us the answer. There are many who believe the program will contribute to the betterment of these children. One group of citizens thought sufficiently of the program to write:

> "The Community Migrant Committee has unanimously voted to commend you and your staff for your work in anti-poverty programs and for your kind cooperation and assistance in making a summer school for children of migrants possible under E.S.E.A., Title I. It is impossible to enumerate the many benefits which the migrants, both children and parents, derived from these summer programs. Let it be sufficient to say that the money invested in these programs will yield both short and long term gains at a high rate of interest."

Considerable effort has gone into the planning and carrying out of this program. The success of the program cannot be attributed to any single factor. A sampling of the program's many facets may give the reader some clues.

PREPARATION OF TEACHERS

Eleven years experience working with migrant children had clearly indicated the need for expert consultant assistance for teachers. Teachers needed assistance in understanding migrant living. They needed help to plan their programs. An attempt to satisfy these needs was made through a two day conference under the auspices of the New York State Education Department. An administrator, and one or two teachers from each of the 26 centers attended. Representatives from each center remained together throughout all conference sessions. Experts on migrant problems drawn from colleges and universities, from other states in the migrant stream, and from the federal government held seminars and discussions with the conferees. The conference provided a quick, but brief background on the problems involved in migrant education, and the basic needs of the migrant child. A more extensive and more productive attempt to prepare teachers for work with migrant children was the workshop conducted at the State University Colleges at Geneseo and Brockport. These programs, three weeks

at Geneseo and five weeks at Brockport, provided opportunities for representative teachers from each of the centers to improve their skill in teaching migrant children. All expenses were covered under joint sponsorship by the State University and the State Education Department. Teachers met with outstanding experts in the field of government, labor, education, economics, sociology, religion and agriculture. A most unusual feature of the workshop was the summer schools for migrant children operating concurrently with the workshop. For several hours each day, workshop participants had opportunities to observe master teachers working with migrant children, to visit with and give individual tutoring to children. Each evening a teacher accompanied one or more of the migrant children to dinner. Workshoppers visited migrant labor camps and conferred with growers, crew leaders, and parents. The workshop also provided participants with a curriculum laboratory assembled specifically to acquaint them with materials particularly suited to the needs of migrant children. Teachers who attended these workshops returned to their districts and were utilized as consultants in the development of local programs. Those in attendance at Geneseo gave particular attention to the needs of children in summer programs. Those from Brockport gave their specific attention to the needs of children in fall programs. Regional and local workshops for teachers will be organized utilizing those teachers who attended the college workshops.

ENROLLMENT AND STAFFING

The 26 districts anticipated enrolling 1600 children. Actual enrollment amounted to about 1537. Most of these children were of elementary school age. Only 15% were of junior high school age. Children between four years of age and fifteen years of age attended the summer school program and were distributed as shown in Chart I.

Chart I

Age	4	5	6	7	8	9	10	11	12	13	14	15
Number	87	162	199	204	196	177	164	156	106	56	25	5

Seven centers reported a total of forty-two (42) children who were unable to speak English. These children were all Spanish speaking. Nine centers reported a total of 137 children who were bi-lingual. Three of these children spoke French as their preferential language, the other 134 preferred Spanish. English was the second language in all instances.

Each of the centers working with Spanish speaking children was able to employ one or more bi-lingual staff members. A total of 16 such persons were employed. Several centers indicated a need for additional bi-lingual staff members and are already engaged in recruiting activities for the summer of 1968.

All centers were encouraged to keep class sizes low enough to make it possible for teachers to give a maximum amount of individualized attention to children. This objective was accomplished in most instances. Class size ranged from a low of eight children to a high of 26 children. The center with 26 children in one class was new. It anticipated only 15 children and was unable to secure additional staff when the unexpected number of 26 arrived. Chart II shows the distribution of class size.

Chart II

7 classes	each had	8 children
10 classes	each had	9 children
10 classes	each had	10 children
13 classes	each had	11 children
16 classes	each had	12 children
17 classes	each had	13 children
27 classes	each had	14 children
17 classes	each had	15 children
6 classes	each had	16 children
2 classes	each had	17 children
1 class	had	26 children

The median class size was 13 children and the average class size was 12.5.

Individualization of instruction was made even more possible through the employment of teacher aides. A total of 127 aides were employed. This averaged out to about one aide to a class. Eleven of the 26 centers employing teacher aides were able to provide inservice or preservice training for them. An effort was made to secure aides from the migrant group. It met with limited success. A total of 26 aides came from the migrant group. Efforts will be continued to secure more aides from the migrant group. Plans for inservice opportunities for all aides are under consideration for 1968.

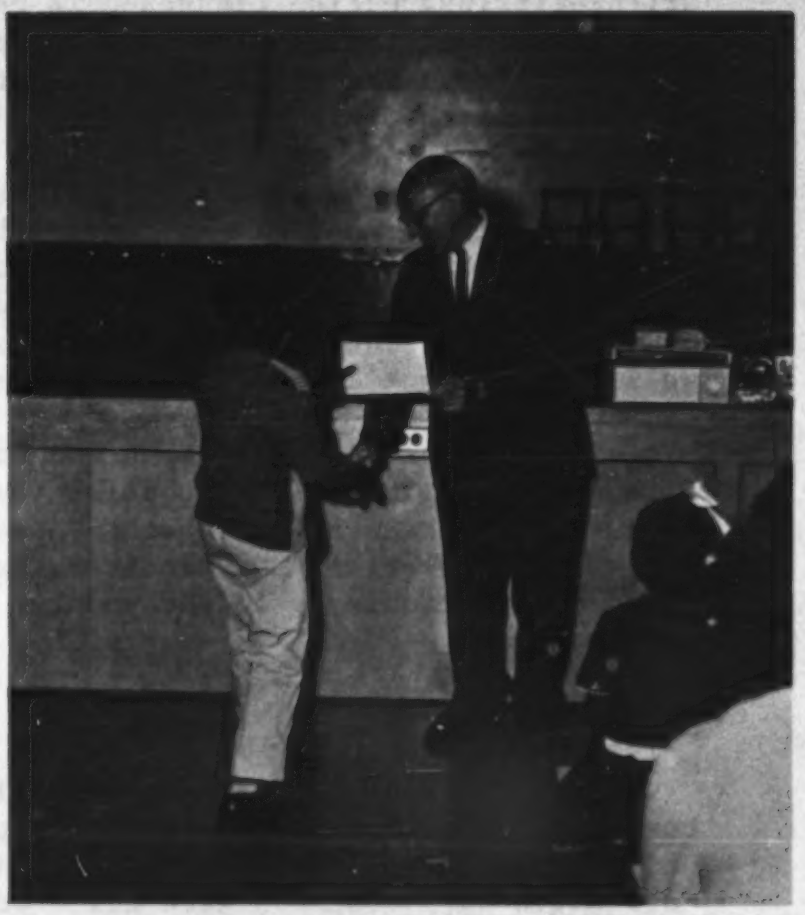
There was considerable care exercised in the selection of teachers to staff the centers. Each director was primarily concerned with securing staff members who were in harmony with the program. Teachers were screened to secure those who were particularly strong in the area of reading instruction. Each director employed specialists in such areas as art, music, physical education and others insofar as funds would permit. The program was to have as much balance as possible. Chart III on the following page indicates the staff available at the various centers.

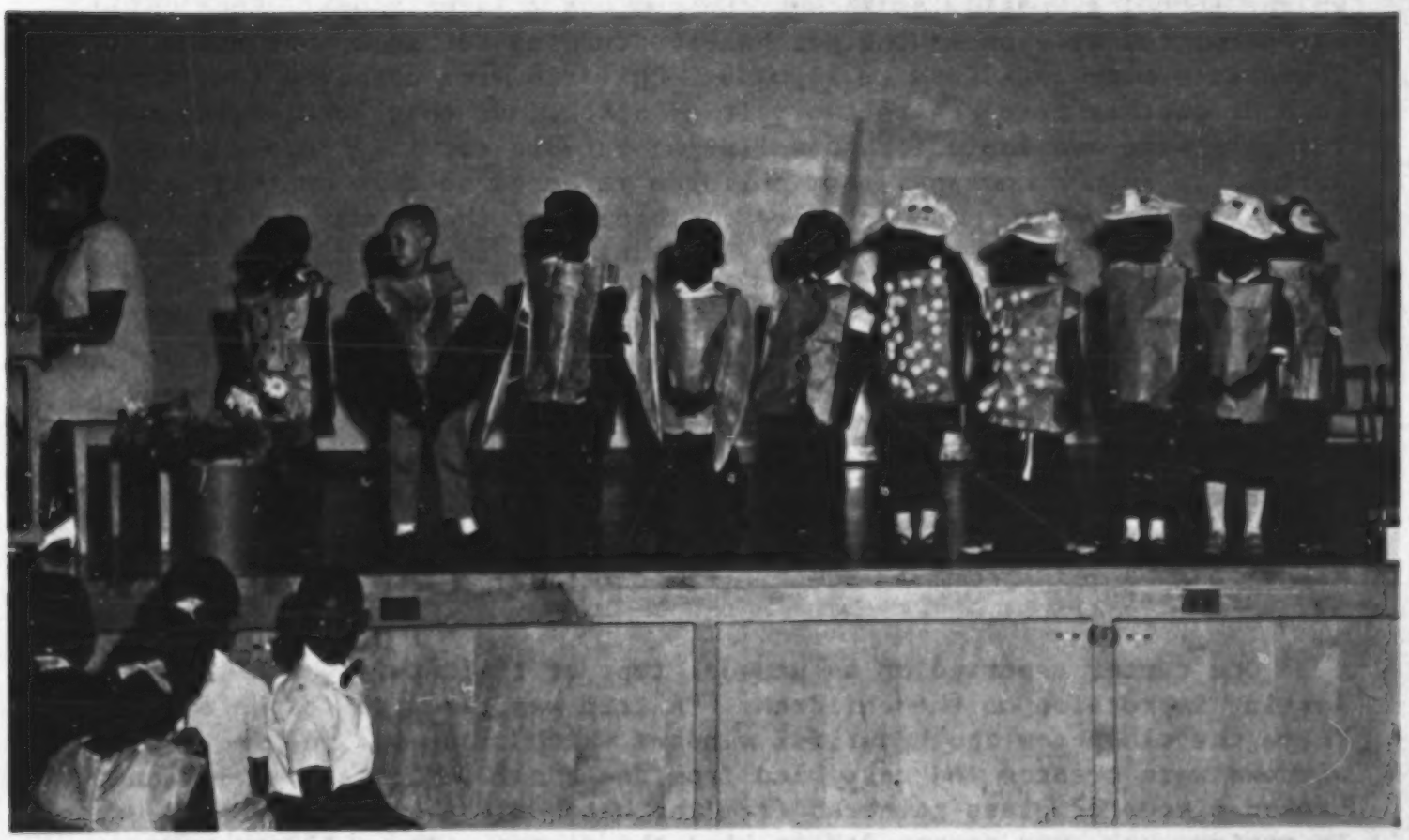
THE PROGRAM

Considerable time was devoted toward inculcating in each child acceptable attitudes toward himself, other children, property rights, society, and adult authority. Instruction in the basic subjects centered around central themes and problem situations closely related to the lives

TEACHING STAFF EMPLOYED IN SUMMER PROGRAM (1967) FOR MIGRANT EDUCATION

strict	Classroom Teachers	Teacher Aides	Nurse-Teacher	Principals or Directors	Secretarial or Clerical	Art	Music	Physical Education	Reading	Librarian	Psychologist	Speech	Attendance	Audio Visual	Homemaking	Guidance	Total Specialists
ion	2	1	x	x			$800 budgeted for Specialists										1
terdam	5	3	x	x		x		x									4
ckport	4	0	x	x	x	x	x	x									6
ter Moriches	1	1	x	x	x	x		x			x	x					7
de-Savannah	6	6	x	x	x		x	x	x			x	x				8
kirk	5	7	x	x	x	x	x	x	x	x							8
t Cutchogue	1	1	x	x		x	x										4
nkfort-Schuyler	2	2	x	x	x	x	x		x	x	x	x	x				10
eseo	2	2	x		x												2
hland	6	3	x	x	x	x	x				x		x				7
e Shore	7	7	x	x	x	x	x	x	x	x							8
venworth	8	5	x	x	x	x	x			x							6
donville	4	3	x	x							x						2
lboro	6	2	x			x	x	x	x			x					6
dlesex Valley	1	1	x	x	x												3
ers	3	0	x	x	x			x			x		x				6
th Rose	11	11	x	x	x	x	x	x	x	x	x	x			x	x	12
verhead	2	2	x	x		x	x	x	x								-
lus	16	8	x	x	x	x	x	x	x		x						8
thern Cayuga	4	3	x	x	x	x	x	x									6
non-Verona-Sherrill	5	4	x	x	x	x	x										5
wick Valley	5	0	x	x	x			x									4
yne	4	4	x	x			x	x									4
tmoreland	5	5	x	x	x	x	x	x									6
t Winfield	4	3	x	x	x	x		x									5
lliamson	9	9	x	x	x		x	x		x							6
TALS	128	93	26	24	19	17	17	17	8	6	7	5	4	0	1	1	





Closing Exercises at Coordinated Child Care Summer School Program at Sherrill.

of the children, rather than in the traditional reading, writing and arithmetic instruction classes. Teachers made special attempts to know each individual child. The pace was not hurried. No emphasis on marks was permitted. The real thrust was toward establishing a desire for knowledge on the part of each child.

Each child received a physical examination by a physician. Nurse teachers followed up the examination by discussions with children and visits to parents. Wherever needed, and with parental approval, the cooperation of welfare and other agencies was sought to provide corrective help. In most schools a breakfast was provided. All schools provided a well balanced hot lunch. In one program dinner was served.

School libraries were open and used by the children in most schools. Often a librarian was employed for the summer session. Children were encouraged to take library books "home". For many this was a first experience. Librarians and classroom teachers read many stories to the children, particularly to the younger children.

UNUSUAL ACTIVITIES

In one school a lesson in economic education was highlighted. The community and school staff collected good used clothing for many months. Children were urged to bring 25¢ of their own money to school on a designated day. The 25¢ each child brought was converted into $25 worth of script. Additional purchases of children's clothing were made with the cash to supplement those articles contributed. Clothing was displayed in the school gymnasium as though the gym was a large store. Each child was permitted to shop making purchases according to his or her needs. There were many decisions to be made. Children were observed in discussions such as whether to purchase two pair of slacks, or that lovely jacket. Teachers were available for consultation but did not interfere. Many times during the summer comments from children referred to this or that article "purchased" from the school "store". Throughout the summer session teachers capitalized on this experience in their daily lessons with children.

Attempts were made to stimulate the aesthetic sense of children. Specialists in art and music were employed in most programs to assist and supplement the instruction of the regular classroom teacher. For many children it was their first experience with art and music specialists. Field trips were made to museums, parks, children's theaters, wild life preserves, arboretums, and art galleries. The interest in live children's theater was particularly high. One group of children attended a professional production of "Pinnochio". Another group witnessed the staging of "Beauty and the Beast".

One center reported on an unusual type of field trip which left a lasting impression on the children. "A trip was taken to the Union Chapel. There the class saw the beautiful windows which flank the pulpit. These windows were created and assembled from sea shells, stones, pebbles and broken pieces of glass gathered from the beaches. A special cement, used in marine work, was compounded to bind the pieces. The children were struck by the beauty of the windows. They remained quite a while just looking, feeling, and admiring these windows. On returning to school each child was given vari-colored construction paper and glue. By cutting and

gluing these vari-colored papers they made their own stained glass windows. Each one was different and very colorful."

One school found that children learned faster and easier when motor skills were involved in the learning process. Projects involving such motor skills were a planned part of each unit under study. During the study of community helpers, for example, each child identified himself as a community helper by drawing a life size silhouette in the image of a helper and then painting or coloring it. As part of the follow-up of a trip to a zoo, children made plaster of Paris models of animals and then painted them. From time to time they took the results of their efforts home for their parents' approbation. Later in the year an open house was held. Included were projects in metal working, leather crafts, woodworking, graphic arts, plaster of Paris molds, electricity, and the repair of toys owned by the students. Ninety-five percent of the parents attended to view the accomplishments of their children.

In a number of schools aquatic skills were taught children. While opportunities of this type were limited, due to accessibility of pools, lakes, or seashore, the center which provided this type of experience to children reported the need for this instruction was great. Large numbers of children were able to attain a modest swimming ability. Perhaps enough to save their lives should a water accident occur. Boating skills were also taught in some centers. Where children were without swimming suits, local school authorities, service organizations or religious groups came forward and supplied the necessary equipment.

In one center every child was involved in a Family Living Class. They had an opportunity to discuss and express themselves freely about family and personal problems. They planned their own lessons with the teacher's assistance. As much freedom as possible in the choice of topics was given to the children. The first week's topic, selected by the teacher, centered around good grooming. Every child washed his hands and cleaned his finger nails each day. A grooming kit was provided each child. During the second week the subject of manners was given major emphasis. Much role playing was engaged in. The children loved it. Food, its preparation and value, were the topics of the third week. Lunch was served, restaurant style, to the older children one day by the teacher and the aides. Later projects included family membership, sharing, and home responsibilities.

Some centers engaged in activities which involved adult community groups. Housed in most of the migrant summer school buildings were Child Care Centers operated by the New York State Department of Agriculture and Markets. By cooperating with one another it was possible to operate more economically. Children would arrive early at the Child Care Center and be supervised there until school began. At the close of the school day, usually about 3:00 p.m., children would return to the child care center for supervised recreational activities until it was time for parents to return to the camps. Transportation and food costs were usually shared.

An interesting joint project was carried on in one center by service groups, Child Care Center, and the school. It was reported in this manner: "Several Adult Service Groups in the Community had developed an awareness

to the needs of migrant children and a desire to help in some manner. Through conferences with the migrant teaching staff, these service groups were informed of ways in which they might help the migrant children and their parents during their short stay in our community. Storybooks and art equipment; homemade dental, and health kits for father, mother, and children; used clothes, playtoys; and small amounts of money were among the donations. (Preparation of the kits is a year-round project of the service groups.) The child care center staff arranged an afternoon Christmas party in August to which all the migrant children were invited -- their parents -- the migrant teaching staff -- representatives of the service groups -- newspaper reporters -- and, of course, Santa with his Christmas bells. Sitting on Santa's lap -- singing Jingle Bells songs -- receiving neatly wrapped gifts from under a six-foot tree appeared to be the first experience of its kind for many of the children. The staff was most happy about the many motivating activities which emanated from this 'Christmas-In-August' activity. Children made decorations for the tree, learned to say, 'Thank You', and to share their gifts with others. Adult participation was tremendous. The adults of the community joined with migrant parents in an experience directed toward better mutual understanding and toward improving the lot of the child."

The enthusiasm of many teachers in migrant summer school programs, and the personal attention they give to children is sometimes beyond belief. Many illustrations could be given of teachers making that extra effort to help a migrant child. One example, however. "If they can't come to you, then go where they are", seemed to be an "out" for one teacher's problem. The teacher was advised by the first bus load of migrant children that some of their brothers and sisters who were in her summer school class for the past several years could not come to school this year. They were now "old enough to work" and had to "help earn money" by picking beans during the day. A visit to the Migrant Camp brought a request from the age 13 (plus) children: "We would like to be in your class". Parents said, "We need money to live - the older children must do their share". The cinder block building provided little inspiration, or educational atmosphere, yet there were 6-10 children who wanted to be taught. A strong desire to learn existed. When approached by the teacher, the migrant crew leader consented to her coming to the camp several evenings each week to teach "her former pupils". This she did regularly. They even had a field trip. The teacher arranged for an evening tour of the county fair. These children learned that formal education may go on even while they worked. They also learned something of the spirit of service, of the devotion of one teacher to her students.

One should not be misled into thinking the basic skill areas were neglected. Particular emphasis was directed toward the improvement of each child's communication skills. Speaking, reading, and writing were given a prominent place in the school program every day. The advantage of being able to work with a small group of children gave all teachers the opportunity to deal with individual needs.

A LOOK TO THE FUTURE

The New York State Advisory Committee on Migrant Education has been a constant help to the New York State Education Department in the planning

CHILDREN ARRIVE FOR SUMMER SCHOOL SESSION

and in the implementation of the summer school program. This committee will be enlarged during the coming year. Its present membership of six will be increased to eleven. The larger membership gives the committee a wider geographic representation. It also makes possible the inclusion of members from fields other than education.

Each year in September thousands of migratory children enroll in our regular schools. These districts need additional professional staff, aides, and materials to meet this enrollment. With the help of federal funding it is planned to give financial assistance to certain pilot districts this fall to provide migrant youth in these districts with a more adequate educational program. As additional funds become available it is hoped that this assistance will reach all schools which have this problem.

Teacher inservice education continues to be a primary need. It is expected that a third teacher education institution will be involved in our workshop activity. The plan is to establish such a center in the southern portion of the state thereby making it more accessible to Hudson Valley and Long Island teachers.

The need exists for integrated summer school programs in more centers. Each year more centers are making summer school opportunities available to local children. Whenever such is possible the migrant program is integrated with the regular program. We shall continue our efforts in this area.

A handbook on migrant education is being prepared. The Bureau of Elementary Curriculum Development of the New York State Education Department is cooperating with the Migrant Education Office in the development of this handbook. It will deal with such topics as "Understanding the Migrant System in the United States", "Developing Community Awareness of Migrant Needs", "The Migrant Child", "Selecting and Orienting Staff", "Planning Learning Experiences" and other pertinent areas. The handbook should be available in the spring of 1968.

A persistent problem, and one quite difficult to solve, has been the lack of adequate records on migratory children. New York State has been cooperating with the State of Florida in the development of a Transfer Record, and an orderly system of transmittal of such a record to proper educational authorities. The experimental aspects of this venture are currently operating. Some sixty New York State school districts are cooperating with the New York State Education Department and the Florida State Education Department in an effort to solve this problem.

Much needs to be done to establish greater continuity in the educational programs of migrant children. The support of all local community agencies -- social, religious, civic, educational -- is needed if these children are to become productive, literate citizens. Fred Stoffel* suggests that "With one fifth of our school age children moving each year, and with mobility on the increase, has come the realization that we are one nation and that our public education system, regardless of which state houses it, should be designed for all our children." We are moving in this direction. We realize full well that "These Too Are Our Children".

*Compact Review of Education, "Agricultural Migrants--America's Last Nomads, Fred Stoffel, March, 1967

DIVISION OF STATE POLICE

William E. Kirwan, Superintendent
Robert E. Denman, Deputy Superintendent
Lieutenant J. E. Gillespie, Representative

During 1967 the New York State Police continued its participation in and representation on the Interdepartmental Committee on Farm and Food Processing Labor. A commissioned officer from Division Headquarters attended all meetings and our field personnel were made cognizant of all pertinent information applicable to law enforcement matters. The Health and Labor Departments make inspections of the Farm Labor Camps and in the event violations of the Labor Law or the Sanitary Code are disclosed the State Police will assist in the proper filing of informations and any warrants obtained as a result thereof will be executed by members of the Division.

The New York State Police, as a law enforcement agency, takes summary police action whenever a violation of law comes to their attention and makes a sustained effort toward the prevention as well as the detection of crime. State Police participation is directed to matters relating to law enforcement.

During the year the Interdepartmental Committee held a series of meetings throughout the State to inform all operators of Migrant Labor Camps, and others interested in the Migrant Labor Program, about plans for the 1967 season. Members of the Division, from the respective areas in which such meetings were held, attended and explained to the participants that our services were always available through calling the nearest State Police Station and our efforts would be directed to those duties involving law enforcement at the camps.

DEPARTMENT OF HEALTH

Dr. Hollis S. Ingraham, Commissioner
Dr. Andrew C. Fleck, Jr., Deputy Commissioner
Dr. Arthur G. Baker; Mr. Joseph Salvato, Representatives

Interest in the health and housing of the migrant agricultural worker reached new highs during the past year. Eight hundred and forty-one farm labor camps, housing five or more persons, were issued permits. Although the majority of the camps are found in approximately ten counties, some forty-one counties had one or more licensed camps.

In order to obtain a general overview of the status of farm labor camps, the regional engineers were requested to make a qualitative survey of all camps in their region.

Of the eight hundred and forty-six units from which reports were received, one hundred and fifty-six were described as "excellent", five hundred and seventy-one were described as "good to fair", and one hundred and nineteen were described as "poor or marginal". Camps in the latter group barely meet the requirements of the Sanitary Code. The department has determined that housing in this group must be upgraded and owners and operators will be informed that these camps must be substantially upgraded or replaced, prior to the 1968 growing season.

In order to better validate the status of housing, a twenty percent sample of all farm labor camps was selected and carefully evaluated by a public health engineer working from the central office. The data obtained in this survey will serve as a baseline for noting progress in the coming year.

The information obtained generally verified the former study. Thus, it was determined that every camp has a water supply of satisfactory sanitary quality and in only two percent of the camps was the quantity of water inadequate. Eighty-eight percent of the camps housing fifteen or more persons provide fire-resistant construction. Eighty-five percent of the camps provide the required bathing facilities. Flush toilets are not required and, as a matter of interest, it was noted that only twenty-eight percent of the camps surveyed are served by flush toilets.

Revision of Chapter 15 of the State Sanitary Code governing farm labor camps was underway during the latter part of the year. Such revision had been planned for several years. An additional reason for amending the code at this time is to insure that it will be comparable with the "Housing regulations of the U. S. Department of Labor for out-of-state agricultural, woods, and related industry workers recruited to state employment service".

The proposed sanitary code changes were presented to the Public Health Council in December and enactment in an early meeting is anticipated.

The Public Health Service announced the approval of the migrant health project providing for the employment of a migrant health coordinator and additional environmental health personnel to supervise local program activity

and also to supplement local inspection staffs. It is anticipated that these positions will be filled early in 1968.

Program activity of a direct service nature is conducted in the local health departments and state district offices. Each farm labor camp is inspected five to six times during the growing season. In all, nearly 5,000 sanitation inspection visits were recorded by county and district office staffs.

In the Geneva district, comprising Ontario, Wayne, and Yates Counties, the largest migrant population in the state is served. More health services were provided in 1967 than in any previous year. Five hundred and ninety-four visits were made by nurses to residents in migrant farm camps. Five hundred and thirty-three migrants attended health counseling classes, and two hundered and thirty-eight visits were made by nurses to camps to discuss general health problems with camp owners or crew leaders.

In addition, the nurses assigned to this district coordinated the work at twenty-four family medical and dental clinics that were conducted each Tuesday and Thursday evening at the Rose-North Rose Medical Center in Wayne County. These clinics sponsored by the State Health Department were staffed by two Rochester physicians. Dental services were rendered under the direction of the director of the Eastman Dental Dispensary of Rochester. A total of 1,063 visits, more than three times the two hundred seventy-six visits made by migrant farm families in 1966, were recorded. Three hundred and ninety-three children were immunized, and an additional sixty-one immunizations were performed at migrant camps. A health educator was also assigned to work in Wayne County during the summer months when the population of the camps is at its peak.

Specific examples from the nursing reports vividly illustrate the valuable services performed through these visits. "One of our district nurses last summer discovered an eleven year old girl at a migrant camp who had great difficulty breathing, and whose feet were terrlbly swollen, so much so that she was unable to attend special school classes. The nurse made arrangements for the girl to visit the clinics at Strong Memorial Hospital, and there she was diagnosed as having nephritis, a disease of the kidneys. Medical treatment was instituted immediately to counteract this condition."

"Another of our district nurses was visiting a farm camp and discovered a thirty-two year old migrant worker stumbling and reeling about, seemingly intoxicated. Other workers were making fun of him. The nurse found that the man was not drunk, but almost blind with cataracts in both eyes. The nurse made arrangements for him to undergo eye surgery at the Veterans' Hospital in Syracuse."

In six areas of the state, comprising ten counties, special health projects financed through grants from the Migrant Health Section of the U. S. Public Health Service, make possible additional personal health services. These projects supplement the visits performed by the public health nurses employed by the county health units.

The migrant health project sponsored by the Utica District Office serves migrants in Herkimer, Oneida, Madison and Chenango counties. Eighty percent of the migrant labor population is resident in Onedia County. The 18 camps in this district can provide facilities for 1,276 people, but the peak census in August was only 1,013 of whom 270 were children under the age of fifteen. Fifteen family

service clinics were conducted; eleven in Clinton and four in Bridgewater. Two hundred and fifty-four patients visited the clinics, making in all three hundred fifty-five visits. Examinations were performed and drugs were dispensed for medical conditions that were discovered.

Eighty-seven patients were referred for specialized medical care, of whom thirty-five were seen by optometrists for eye examination. Thirteen patients were referred to hospitals. Eight dentists cooperated in providing emergency dental treatment for sixty-five patients.

Late in July, information was received from the North Carolina Board of Health, that a bus load of migrants was on its way to New York and that one of the persons on the bus had been diagnosed as having far-advanced tuberculosis. Shortly after arrival, arrangements were made for a tuberculosis x-ray program supplemented by tuberculin testing. As a result of this case-finding activity, six cases of tuberculosis were discovered, five of which were hospitalized at the State Tuberculosis Sanitarium in Oneonta.

The Utica district office also sponsored child health conferences in the five child care centers in the area. One hundred and eighty-nine children received physical examinations and necessary immunizations, including measles vaccine.

Public health nursing service in behalf of the migrant population is intense. This district reports nine hundred and ninety-five visits being made to four hundred and thirty-one persons during the relatively short season that migrants were in the Utica district.

The Cayuga County Health Department was also a recipient of a project grant. The health services are centered in the large migrant labor camp at King Ferry in the southern part of the county. A family-type medical clinic is conducted by physicians from the upstate medical center at Syracuse. The clinic is held in a mobile home that has been refitted, and sessions were conducted each Wednesday evening. A dental extraction clinic was also conducted in the same camp and pediatric clinics were held as needed in the various day care and head start centers in the county. The migrant labor population in Cayuga County is declining rather rapidly, and at this time it is not planned to continue the special project in the next season. Patients that required hospitalization or specialized follow-up were transported by bus on each Friday morning to the upstate medical center. Return trip was also provided in the afternoon, with a camp nurse riding the bus along with the patients.

In Ulster County, the special health project provided for the scheduling of migrant patient visits in the offices of the New Paltz Medical Associates, a group practice organization. They were treated just as other patients and in all, two hundred and twenty-eight persons were seen for a total of two hundred and ninety-one visits. In addition, forty-eight persons received fifty-four dental treatments. In addition to the medical care program for adults, one hundred and sixty-two children were seen in pediatric clinics held at two different locations. In all, fourteeen such sessions were held for purposes of health supervision, consultation, physical examination, and immunization as required. Children who were obviously ill were sent directly to the physicians at the New Paltz Medical Associates.

When hospitalization was required, patients were admitted to the Medicaid

program. Nursing service, again, was a major activity of the county health department, with six hundred and ninety-four visits recorded in behalf of migrants. The environmental health program of this county is representative of that in other counties. The regular staff of the health department made four hundred and ninety-four inspection visits of the one hundred and forty-one labor camps in the county. The two project employees made two hundred ninety-six additional inspections for a total of seven hundred and ninety inspection visits, an average of over five and one-half inspections per camp. Fifty camps were noted to have sixty-five defects, and all but eleven minor problems were corrected as a result of the continued inspection program. The department devoted approximately one man-year of sanitation activity to this program.

In Suffolk County the migrant health project again provided for the employment of a coordinator, a health educator, social case worker, clinic nurses, physicians and dentists, x-ray technicians, lab technicians, dental hygienists and public health aides. Eighteen medical and health screening clinics were scheduled from late July through October during the evening hours when the migrant workers were free to attend. In addition, at least eighteen special evening mobile health clinic operations were scheduled. Referrals are made to offices of private physicians for follow-up medical care, and to hospitals for emergency care. Dental screening was performed by a dental hygienist, and the services of the dentist were used on a one-half day per week basis in his own office.

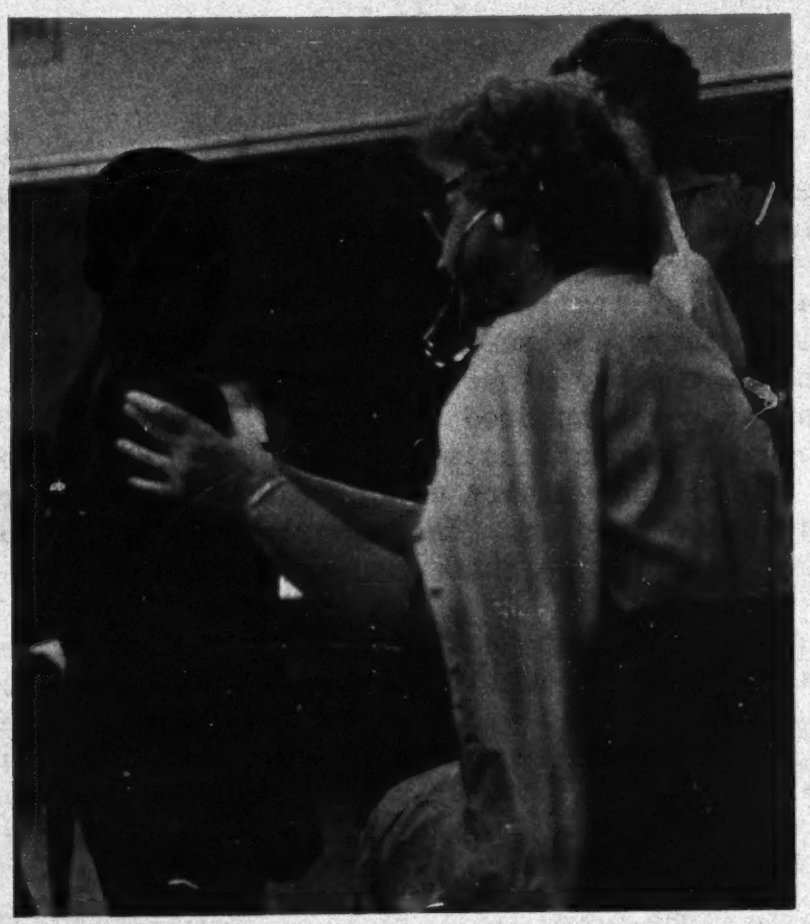
The Monroe County project also emphasized provision of medical and dental services through a series of family health service clinics. Eleven medical and eight dental clinics were conducted in private offices located in Penfield.

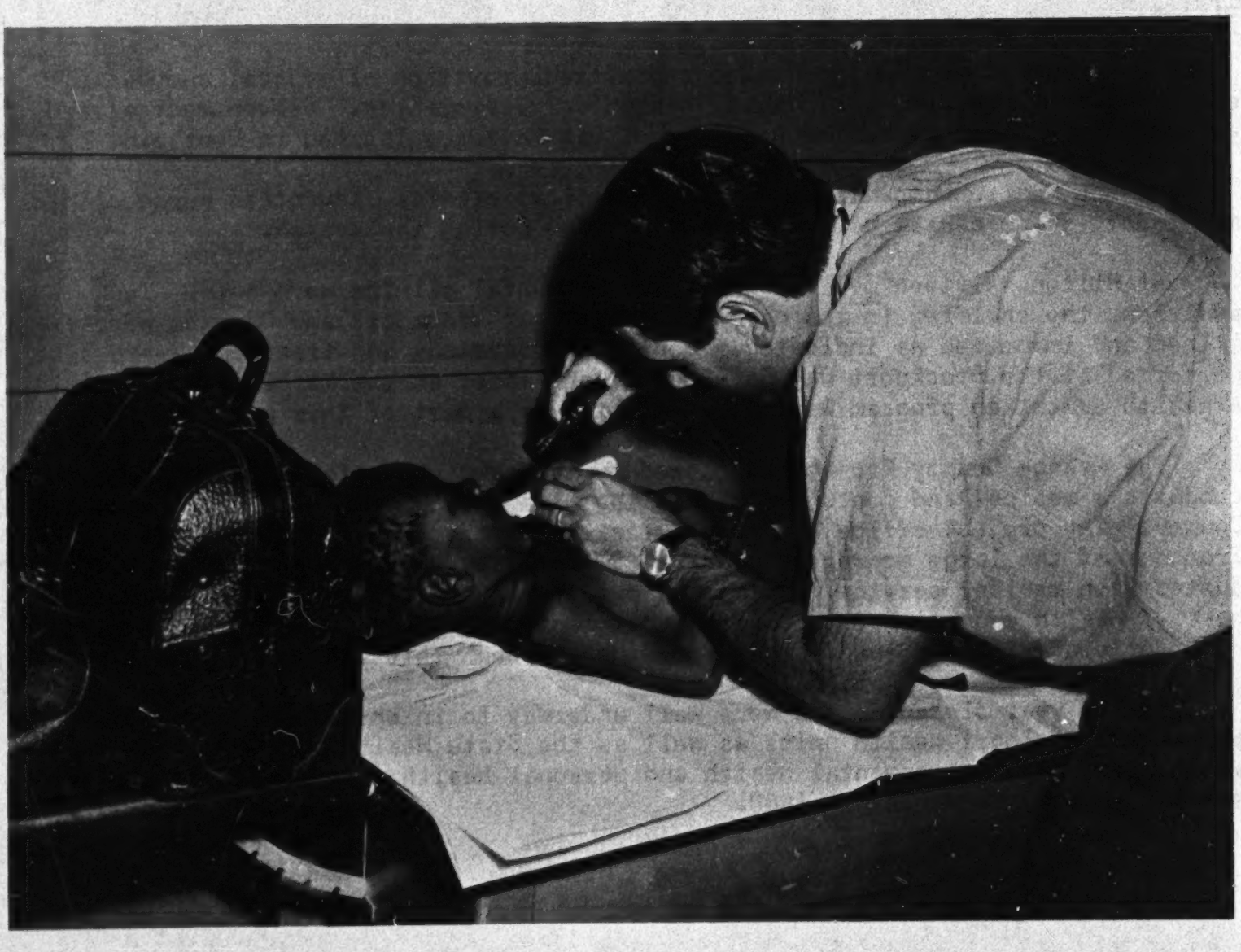
At the Martin Camp clinic, eighteen medical clinics, seventeen nurse clinics and twenty-seven dental clinics were conducted during the season.

At Hilton, sixteen medical and fourteen dental clinics were held. In addition, the children in the day care centers at Brockport and Geneseo were examined and immunized as indicated. Dental examinations and treatments were also performed at the Brockport Day Care Center and later at the Martin Dental Clinic. A health education program was also conducted as a part of this project.

The Orange County Project sponsored by the Warwick Valley Council of Churches, conducts a medical and dental clinic in the Pine Island area in southern Orange County. The project office and clinic facilities are located in space rented from one of the large growers in the area. Both day and evening clinics were conducted with medical service provided by private physicians on a fee-per-clinic basis. Health education service and supplementation to the district health department's nursing service was also provided through this project.

As the year closed, plans were well underway to intensify the program activities of local health units as well as the State Health Department to insure a high level of environmental health and personal health services for the transient agricultural worker in 1968.





DOCTORS GIVE HEALTH EXAMINATIONS TO MIGRANT CHILDREN.

DEPARTMENT OF LABOR

Dr. M. P. Catherwood, Industrial Commissioner
Herbert W. Crispell, Executive Deputy Industrial Commissioner
Daniel A. Daly, Richard K. Klatt, Representatives

DIVISION OF LABOR STANDARDS

The Division of Labor Standards is responsible for the enforcement of the Laws relating to child labor, wage payment, farm labor camp commissaries, the registration of farm labor contractors, growers, food processors, and other who may utilize the services of farm and food processing workers, and the record keeping requirements applicable to such persons.

Public Relations

Early in the spring an educational program was begun to acquaint employers, employees and the public with the laws that apply to farm and food processing employment. Mass media were used throughout the State. Staff members spoke at regional meetings of various farm groups and to children in schools. Staff met with officials of various groups representing governmental agencies, education, labor, management and civic organizations, the U. S. Department of Labor and with representatives of other states to review and discuss farm labor problems.

State Education Department representatives assisted in the preparation and distribution of brochures and posters about farm work permits and how to obtain them. The posters were displayed in the schools, youth centers and public buildings throughout the State.

The application forms for the registration of growers and contractors, with summaries of applicable laws, were mailed in April to those on record engaged in farm or food processing work. Applications for commissary permits were incorporated in the applications for certificates of registration. Forms were furnished to the Division of Employment to be available for distribution to persons who might be required to register.

Copies of the approved applications for a certificate of registration were sent to the various agencies that are represented on the Interdepartmental Committee on Farm and Food Processing Labor.

Inspections

A total of 2393 visits were made to farms, labor camps, commissaries and food processing establishments in connection with the farm labor program. A total of 21,173 persons were employed on the fruit and vegetable farms at the time they were inspected.

Farm Labor Registration

Where Services of Farm Labor Contractors Were Utilized

Every farm labor contractor was required to obtain a certificate of registration from the Industrial Commissioner. The farm labor contractor submitted an application furnishing information on wages, working conditions, housing, and such other matters as the Commissioner prescribed. Fingerprints of the applicant were submitted. The application was countersigned by each grower or processor who planned to utilize the contractor's services, stating that the information therein was true to the best of his knowledge and belief.

When the completed application was approved, the Industrial Commissioner issued a certificate of registration to the farm labor contractor and a separate certificate of registration to each grower or processor who planned to utilize the contractor's services. No grower or processor could utilize the services of an uncertificated farm labor contractor. The contractor was required to keep his certificate in his immediate personal possession for display upon the request of the Industrial Commissioner's representatives. Copies of the approved applications were provided to the contractor for posting conspicuously in any camp where the workers covered by the application were housed.

The services of a certificated farm labor contractor could be utilized for five days or less by any grower or processor, provided that within 24 hours after the contractor began work, he prepared a supplemental application, had it countersigned by the grower or processor, submitted it to the Industrial Commissioner and posted a copy at the job location.

During the 1967 season, 330 contractors were issued 577 certificates of registration authorizing them to perform services for 424 growers or processors. Twenty-three percent (78) of these contractors were new registrants.

Ninety-eight violations were reported against contractors for failure to obtain certificates of registration. Ninety violations were reported against growers and processors for utilizing the services of unlicensed contractors. Eighteen violations were reported against contractors for failure to comply with the conditions contained in the certificate application. Twenty violations were reported for failure to post a copy of the application in the camp where the workers were housed.

Growers or Processors not Utilizing Services of a Farm Labor Contractor

A grower or processor who did not utilize the services of a farm labor contractor, but who brought into the State five or more seasonal farm or food processing workers, was required to obtain a certificate of registration from the Industrial Commissioner. In the application, the grower or processor furnished information on wages, working conditions, housing and such other matters as the Commissioner prescribed. The Department provided to the grower or processor copies of the approved application for posting conspicuously on the premises.

Five hundred ten certificates of registration were issued to such growers. Forty-eight violations were reported for failure to register. Ten

violations were reported for failure to post a copy of the application in the camp and five violations were reported for failure to comply with the conditions contained in the certificate application.

Farm Labor Camp Commissaries

No person was permitted to operate a farm labor camp commissary or allow the operation of such commissary without a permit from the Industrial Commissioner. Each permit-holder was required to conspicuously post in the commissary, the permit and the current prices of all goods sold or leased. The prices charged could not exceed the prices listed on the poster. Two hundred fifty-seven such permits were issued. Fifty-six violations were reported for failure to obtain the necessary permit; fifteen violations for failure to post the permit; and thirty-six violations for failure to post the prices.

Revocations - Suspensions - Denials of Registration - Permits

The Industrial Commissioner may refuse, revoke, or suspend a registration or permit when he finds that the registrant violated any provision of the Labor or Penal Law, or has been convicted of any crime or offense except traffic infractions, or has made false statements in his application. Fourteen applications for farm labor contractor certificates of registration were denied and two certificates were revoked. Six applications for permits to operate farm labor camp commissaries were denied.

Payroll Records - Wage Statements

Every farm labor contractor was required to keep payroll records, showing for each worker the wage rates, wages earned, number of hours worked, or if the worker was paid on a piecework basis the number of units produced, all withholdings from wages, and the net wages paid. For children twelve to fourteen years old, a record of the number of hours worked was required regardless of whether the employment was hourly or piecework. The law required each contractor to give to each worker with every payment of wages, a written statement showing exactly the same information entered on the payroll record as set forth in the preceding sentences.

Growers and processors not using contractors were required to keep the payroll records and give the statements in the same manner as described above for farm labor contractors.

Thirty-four violations for failure to keep proper payroll records and thirty-eight violations for failure to provide wage statements were reported against contractors. Fourteen violations for failure to keep proper payroll records and nineteen violations for failure to provide wage statements were reported against growers.

Wage Payment

All employees, including farm workers, must be paid their wages weekly or in full every two weeks with no deductions except those authorized by law, and those authorized in writing by an employee and for his benefit. The Labor Law authorizes the Industrial Commissioner to investigate and adjust wage claims for unpaid wages. Nineteen violations were reported for failure to pay wages as required by law.

Child Labor

Children between the ages of 14 and 16 were required to obtain farm work permits before they could work. The employer signed the permit which the minor kept in his possession.

Children under 14 years of age were not permitted to work except that children 12 years and older could work on the home farms of their parents or guardians, and except that children 12 and 13 years of age and over who presented farm work permits could assist in the hand harvest of berries, fruits and vegetables, for a period of four hours in any work day between the hours of 9 A.M. and 4 P.M. They could work only at times when school was not in session and if they were accompanied by a parent or had presented the written consent of a parent, or party with whom they resided, to their employers.

There were 396 children under 16 years of age employed on the fruit and vegetable farms that were inspected in 1967. Twenty-eight children were found illegally employed, including two who were under 12 years of age. Eleven children who were 12 and 13 years of age were illegally employed either because they had no permits, worked illegal hours or did not have the consent of a parent to work. Fifteen children 14 and 15 years of age were illegally employed because they did not have farm work permits.

Hearings

One hundred two calendar hearings were held in connection with violations that were reported. Forty-one hearings were held relating to the issuance, denial, or revocation of certificates of registration and commissary permits.

DIVISION OF EMPLOYMENT
SEASONAL LABOR RECRUITMENT AND SUPPLY

The Farm Employment Service section of the State Department of Labor's Division of Employment is responsible for assisting farmers and food processors in the recruitment and placement of workers in agricultural and food processing industries, and assisting workers in locating jobs in those industries.

SEASONAL LABOR RECRUITMENT AND SUPPLY

A concerted effort to apprise employers and workers of their responsibilities in an ever tightening agricultural labor market continued without let-up throughout the year. Competition for a limited labor supply proved again that good crops, good employers, and good working conditions are essential to attract workers. Crops were generally good in 1967 in New York State; workers were told of the good crops by formal interstate communications and by the "grapevine". Good crops coupled with increased wage rates brought in more interstate workers. Workers are, however, becoming noticeably more selective in their choice of employer and in the kinds of crop activity in which they wished to work. This means that the employer who has not yet learned the importance of establishing harmonious relations with his workers again experienced the problems of short supply, turnover and low worker production; whereas, the employer who has established a reputation of being a "good fellow to work for", fared quite well.

New York State submitted a total of 286 job orders requesting 13,355 workers to Florida prior to the beginning of the annual Florida Recruitment Itinerary in April. During the Itinerary interviews with crew leaders, 159 crews representing 7,445 workers were referred to New York jobs. Additional crews and workers were referred by the Florida Farm Labor Service subsequent to the Itinerary, against unfilled orders left in Florida by the New York State representatives.

To maintain continuous liaison with crews committed to New York while working in the intermediate East Coast States, a New York representative contacted 33 crews in Virginia in July and 21 in Maryland and Delaware in August to ensure their arrival in New York with a full complement of workers for the heavy fall harvest. In addition, communications were maintained with worker supply states throughout the season to advise them of our labor needs and to ascertain the whereabouts of needed workers. Actually, New York's requests to other states increased from 16,888 workers in 1966 to 17,772 in 1967. Of the 17,772 openings, 11,809 were reported filled as compared to only 9,849 in 1966.

Peak seasonal agricultural employment occurred in late September when an estimated 30,600 workers were employed compared with 30,900 in 1966. Of this total, 16,900 were interstate workers as compared to 16,100 one year earlier. Local workers had dropped from 13,100 in 1966 to 11,800 in 1967. Foreign labor, on the other hand, rose from 685 in 1966 to 956 in 1967; the area of foreign labor use was confined to the Hudson and Champlain Valley apple harvest, as in past years.

In addition to the persistent recruitment and referral activity, Farm Employment Service personnel assisted contractors in obtaining Federal and State certification, and worked closely with employers, workers and the many community groups in encouraging full employment, good working and housing conditions, and compliance with existing laws and regulations.

Employment Service Representatives Aid Migrant Workers

DEPARTMENT OF MOTOR VEHICLES

Vincent L. Tofany, Commissioner
James R. Barrett, Director, Division of Driver Safety
Alfred Frakes, Assistant Director, Albany District Office, representatives

Under the provisions of the Vehicle and Traffic Law, a nonresident seasonal farm laborer may secure a seasonal permit for his motor vehicle upon submitting an insurance certificate for the minimum specified amounts issued by a company authorized to issue liability and property damage in the state of residence of the owner or New York State, and provided the vehicle is currently registered in the home state of the farm laborer. The permit entitles the vehicle owner to operate the vehicle upon the New York State highways as a seasonal farm laborer, presently employed, except for the purpose of carrying persons or property for hire. The permit is valid during the period beginning April 1 and ending November 30 of the year of issuance.

A companion statute provides for the issuance of a driving permit to seasonal farm laborer, presently employed, who is at least 18 years of age and who possesses a valid driving license issued by his home state. A New York State permit is issued without the necessity of passing a road test although a vision test and highway sign identification test are necessary. The permit is valid from April 1 to November 30 of the year of issuance and must be obtained within thirty days after the nonresident has entered the state.

Recent amendments to the Vehicle and Traffic Law have resulted in a continuance of the nonresident permit requirement, while honoring out-of-state driver licenses generally has been broadened. It is hoped that the permit can be eliminated through legislation enacted at the 1968 session.

New permits are required each year and the fee for each type of permit is two dollars.

It allows the nonresident in this same period to transport persons or property from point to point within the state for profit or hire.

Representatives of the Department of Motor Vehicles attended the Spring meetings which were held throughout the State. They were present to answer questions and give advice on matters pertaining to Motor Vehicle operation.

Because of a change in filing methods, no information can be given about the number of permits issued in 1967.

DEPARTMENT OF SOCIAL SERVICES

George K. Hyman, Commissioner
George J. Chesbro, First Deputy Commissioner
Clifford P. Tallcott, Deputy Commissioner

I. Child Care Centers. According to Section 390 of the Social Welfare Law and Rules of the State Board of Social Welfare, the State Department of Social Services issues permits for the operation of child care centers in those migrant labor camps where such facilities are set up and meet minimum requirements. (These are facilities in or near the camps where young children from infancy to 14 years of age can be cared for during the day while their mothers are working in the fields.) These centers were operated by the New York State Growers' and Processors' Associations, Inc., under contract with the New York State Department of Agriculture and Markets. The centers are organized and supervised throughout the migrant season by the staff of that department.

II. Emergency Public Assistance. The policies and procedures regarding the administration of public assistance and care to migratory seasonal farm workers and their families have been liberalized by the State Department of Social Services (effective 4/28/55). Migrants are now defined as those persons and families coming from other states into New York State under the following conditions: (1) those migrants who are brought into New York State from out-of-state under the organized Farm and Food Processing Labor Program by contractors; (2) those migrants from out-of-state who come into New York State on their own and are employed as migrant laborers; (3) those migrants who come to New York State under (1) or (2) but remain beyond the current farm season not to exceed one year after their arrival in New York State. Migratory seasonal farm workers allegedly lack New York State residence and, therefore, if in need, are presumptively eligible for assistance and care as state charges; the earnings of these workers are dependent on weather and crop conditions; liquid resources, other than wages, are usually not available. These three factors are taken into consideration in the Department regulations which permit some modifications of established policies and procedures in recognition of the special circumstances involved. Arrangements have been made by the State Department of Social Services for the local public welfare commissioner to accept this type of case as state charge by the issuance of the following Department regulations:

A. Determination of Eligibility: Modifications of Social Investigation: Data to be Obtained:

1. Establishment of State Charge Status

a. Applications for public assistance and care made by migratory seasonal farm workers may be accepted on the basis of presumptive lack of state residence in New York State.

b. The following data shall be obtained:

(1) The date when the migrant was brought into New York State by a contractor or the date he entered New York State as a seasonal farm worker.

(2) The locality and state from which he came.

(3) The migrant's statement as to his residence during the year preceding his arrival in New York State as evidence of presumptive state charge status.

(4) The name and address of the labor contractor and the farmer or employer in New York State. If the migrant has not been brought into New York State by a contractor, the name of the farmers or employers for whom he has worked since entering the state.

c. When application for assistance is made after the current farm season, or when, during the season, the applicant indicates that he came to New York State as a migrant worker, but subsequently changed to non-migrant work, some substantiation shall be obtained that he, in fact, came to New York State as a migrant during the year. NOTE: "Current season" is usually from May through November.

2. Determination of Need

a. The earnings of the migratory seasonal farm workers who are here for the current season are dependent on weather and crop conditions; resources other than wages are usually not available. However, some of these workers may be covered by Workmen's Compensation, New York State disability benefits or other insurance benefits. Therefore, these resources shall be explored and income from them determined. (NOTE: 66% of the farmers or growers are covered by some form of voluntary insurance.)

b. If the application for public assistance or care is received after the close of the current farm season the usual policies and procedures for determination of need are applicable.

B. Standards to be Applied:

Local public welfare agencies shall provide public assistance and care to migratory seasonal farm workers during the current season in accordance with the same standards as apply to persons having New York State residence whose need is determined to be short-term.

For those who remain after the current season and apply for public assistance or care, determination shall be made whether they will be short-term or long-term and the same standards governing New York residents shall apply.

One hundred per cent reimbursement is allowed to the local public welfare department which has authorized and paid for such care in accordance with Department regulations on all cases approved as state charges. To assure that migrant workers get such emergency assistance and care without the need for an exhaustive and time-consuming investigation, the State Department of Social Services has modified its regulations as stated above. These regulations will thus make the majority of migrant workers eligible for emergency care where no other person or agency is able and willing to assume responsibility.

III. Emergency Medical Assistance. Heretofore medical care (including hospital care) was available to the migrant labor group in New York State on the same non-resident, state charge basis as described above for emergency public assistance. While financial eligibility requirements continue for both emergency public assistance and medical care, although more liberalized for the latter, it is no longer necessary for local public welfare districts to establish state charge status for non resident recipients of medical care.

The new Medical Assistance program implemented in 1966 makes medical care available to persons temporarily in the State, on the same basis such care is available to residents of the State.

Therefore, the State no longer reimburses local public welfare districts at the rate of 100% for medical care provided for state charges. Localities are now reimbursed on a proportional basis for such care provided for both State residents and non residents.

When the applicant is otherwise eligible, medical assistance for individuals temporarily in the State is provided under the following conditions established by Department Regulation Section 360.12:

(a) Medical assistance shall be furnished to an individudal who is a resident of another State, who is temporarily in this State, providing such medical assistance is not available from the State of residence and such individual did not enter this State for the purpose of receiving medical assistance or in contemplation of receiving the care and treatment under the medical assistance program of this State.

(b) In the event the medical assistance for which an applicant or recipient is eligible in the State of residence is limited in duration or scope, the extent of the medical assistance which is provided and for which he is elibile in this State shall be authorized after utilizing the medical assistance for which he is eligible in the State of residence as a resource.

(c) When application for medical assistance is made by a person who is temporarily in this State, the social services district in which he is found shall assist the appropriate welfare agency of the State of residence in making the investigation and arranging for his care providing he is eligible or presumptively eligible for medical assistance in the State of residence.

OUTDOOR RECREATION AT MIGRANT CHILD CARE CENTER

MIGRANT AID - 1967 SUMMARY
Local Expenditures - 10/1/66 through 9/30/67

COST OF AID

Burial	$ 1,300.00
HR	6,152.51
ADC	3,385.86
Transp.	149.42
County Home	166.40
Total	$ 11,154.19

NUMBER OF CASES RECEIVING AID

Burial Only	5
Burial & Other	1
HR Only	178
HR & ADC	2
County Home	1
Transportation	1
ADC Only	8
Total Cases Aided	196

13 Districts

Note: Local expenditures for medical care for migrants are no longer available.

Bureau of Budgets and Accounting

January 22, 1968

COSTS OF MIGRANT AID, BY TYPE AND DISTRICT

COUNTY OR PW DISTRICT	BURIAL	HR	ADC	TRANSP	CO. HOME	TOTAL
Cayuga	-	353.55	-	-	-	353.55
Chautauqua	500.00	-	-	-	-	500.00
Erie	-	764.80	1,630.91	-	-	2,395.71
Genesee	-	530.40	129.60	-	-	660.00
Madison	-	161.20	-	-	-	161.20
Monroe	-	711.76	482.40	-	-	1,194.16
Niagara	-	160.02	-	-	-	160.02
Oneida	-	1,725.62	-	-	-	1,725.62
Orleans	-	211.13	949.39	149.42	-	1,309.94
Steuben	250.00	704.13	-	-	-	954.13
Suffolk	-	-	93.56	-	-	93.56
Ulster	250.00	90.30	100.00	-	166.40	606.70
Wayne	300.00	739.60	-	-	-	1,039.60
	$ 1,300.00	$ 6,152.51	$ 3,385.86	$ 149.42	$ 166.40	$11,154.19

Bureau of Budgets and Accounting

January 22, 1968

NUMBER RECEIVING AID, BY TYPE AND DISTRICT

COUNTY OR PW DISTRICT	BURIAL ONLY	BURIAL & OTHERS	HR ONLY	HR & ADC	CO.HOME	TRANSP.	ADC ONLY	TOTAL
Cayuga	-	-	8	-	-	-	-	8
Chautauqua	2	-	-	-	-	-	-	2
Erie	-	-	3	-	-	-	2	5
Genesee	-	-	28	-	-	-	2	30
Madison	-	-	1	-	-	-	-	1
Monroe	-	-	13	2	-	-	-	15
Niagara	-	-	1	-	-	-	-	1
Oneida	-	-	102	-	-	-	-	102
Orleans	-	-	4	-	-	1	2	7
Steuben	1	-	9	-	-	-	-	10
Suffolk	-	-	-	-	-	-	1	1
Ulster	1	-	1	-	1	-	1	4
Wayne	1	1	8	-	-	-	-	10
	5	1	178	2	1	1	8	196

Bureau of Budgets and Accounting

January 22, 1968

NEW YORK STATE
JOINT LEGISLATIVE COMMITTEE ON MIGRANT LABOR

Stephen R. Greco, Chairman and Representative
E. David Duncan, Chief Counsel and Representative

The New York State Joint Legislative Committee on Migrant Labor, originally created in 1952, was again continued by the 1967 session of the New York State Legislature to study and investigate all aspects of the problems of migrant labor in the State and report its findings to the Legislature. This Committee also functions as an associate member of the Interdepartmental Committee on Farm and Food Processing Labor.

The New York State Joint Legislative Committee on Migrant Labor during the past year has conducted many field inspections of migrant labor camps in the State of New York and in the State of New Jersey, in order to more fully become cognizant of the problems affecting migrant laborers and agriculture in general. This Committee has also conducted numerous public hearings in the State of New York on the subject of a minimum wage for agricultural workers; the inclusion of agricultural workers under the State Labor Relations Act; the enforcement and improvement of the New York State Sanitary Code and other related topics.

One of the few bright areas in the migrant labor picture is the conducting of the child care centers by the Department of Agriculture and Markets. Another progressive step has been the realignment of the New York State Sanitary Code to conform with proposed federal standards.

It is hoped that by the time this report is published the State of New York will have passed a minimum wage law covering agricultural workers. It is also hoped that by the time this report is put out other progressive legislation shall have become law and agricultural workers have taken their rightful place with other segments of the labor force in the State of New York.

This Committee has found, through its extensive investigations, that migrant laborers as well as other agricultural workers in this State are a deprived minority, who reap very few benefits from the crops they harvest. The continued indifference with which their problems are treated by a large segment of our society, as well as the lack of concern by federal, state and local government is a blot upon all of us.

EXTENSION SERVICE OF THE NEW YORK STATE COLLEGES OF AGRICULTURE AND HOME ECONOMICS AT CORNELL UNIVERSITY

Edward H. Smith, Director
Professor R. Brian How, Representative

Cooperative Extension activities during the year consisted primarily of educational programs with Extension Agents and farm operators on personnel management, labor regulations, and future changes in the labor market.

In cooperation with Professor William Frank of the School of Industrial and Labor Relations a series of four discussion sessions were developed on work incentives and motivation, perception and attitudes, salary and fringe benefits, and labor management problems and practices. Twenty-Five Extension Agents were brought to Cornell for instruction in the use of the material, and then in teams of two conducted series of discussion sessions with farmers in their own regions. Each series of four sessions was attended by about 12 to 15 farm operators. The series are being continued in 1968 and plans are to extend into other related topics.

Professor Cunningham, Agricultural Economics, obtained information on recruitment, selection, and other labor management practices on 320 New York farms of different types throughout the state, and data on the characteristics of 833 employees on these farms. Information on management practices and policies has been discussed with Extension Agents and will be provided to farm operators.

The report of the exploratory study titled Viable Farmer-Worker Relationships conducted by Professor Adams, I and LR School, Professor Larson, Rural Sociology, and Professor How, Agricultural Economics, has been published and is being distributed.

Professor Foss, Agricultural Engineering, as a member of the New York State Rural Safety Council has provided information to farm workers on safety practices, and also to farm operators on the regulations governing the employment of youth.

Mr. Richard Klatt of the Farm Employment Service and others have participated in Extension Service meetings to discuss the current labor situation, present and impending legislation, and future labor supplies. The County News and other mass media have also been used to keep growers up to date with respect to developments such as the federal minimum wage provisions.